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VALUE EDUCATION IN EDUCATIONAL INSTITUTIONS AND ROLE OF TEACHERS IN PROMOTING THE CONCEPT

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ABSTRACT

Values are the beliefs about what is right, what is wrong and what is important in life. These values are gained from differences sources. Value education is important to give for any individual. The good values have to be inculcated in the individual's mind right from their childhood. In this context, the educational institutions play a major role in giving value education to the children from their school age itself. By understanding the need of the 'Value Education' for the children and students, this paper discusses about the definition of Value Education, its need, aims, objectives, its evolution in India, how is it taught globally and also analyzed the role of teachers in promoting the concept.

KEYWORDS: Value, Education, Need, Aim, Objectives, Teacher & Role

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INTRODUCTION

Values are the principles or standards of an individual's behaviour and can help him/her to judge what is important in their life. They reflect ones' attitudes, choices, decisions, judgments, relationships, dreams and vision towards their life and surrounding environment. Hence, educating each and every individual about the values, right from their childhood is really important. An individual learns different values from different sources like family, relatives, friends, community, religion, traditions, customs, books, environment, great personalities and many other sources.

There are two types of values: innate and acquired. Innate values are the internal values developed from one own mind and feelings. Examples include love, care, empathy, honesty, hate etc. Acquired values are the external values developed from one's own experiences or influences by the immediate environment for eg: convenience, status, ambition, power, one's mode of dress, cultural customs, traditions, habits and tendencies.

There is a serious need to give the "Value Education" to individuals mainly in the place of learning environment, as they spend most of his/ her time and learn many things. Value education can be given or gained in any place like home or in schools, colleges, universities, jails, voluntary youth organisations or at many other places. John Dewey (1966) said "Value education means primarily to prize to esteem to appraise, holding it dear and also the act of passing judgment upon the nature and amount of its value as compared with something else".

Value education is a process of teaching and learning about the ideals that a society considers them to be important (Lovat & Toomey, 2007 and Robb, 2008). Value education can take place in different forms, but the

main aim of providing it to students in their educational institutions is to make them understand the importance of good values; use and reflect them in their behaviour and attitudes; and finally contribute to the society through their good social responsibility and ethics.

In simpler terms, Value education is defined as the process by which people give moral values to others. It can be seen as an activity taken place in an institution or organisation in which people are assisted or helped by others, who are elder or have more experience or have an authority over the people. This activity of value education will be used to make an individual better and it is important to assess the result of it in order to see the long-term well-being of an individual and others.

There are two main ways to give value education. They are:

- Teaching or spreading a set of values which come from the society/ religious/ cultural practices or ethics
- Individuals are gradually educated or made to realise the importance of good behaviour for themselves and their society

Value education is deep rooted and in-builtin Indian philosophy and culture. The Vedas and Upanishads form the source of inspiration for value education. In the Ashram education seen in Vedic period, the Guru used to insist his sishya(s) to follow some values throughout his/ their life. This concept stood as a bases to start the Gurukul schools in the present days. This tells that the Value Education is being practiced in the educational institutions since the ancient times. In the modern world, educational institutions like schools and colleges play a significant role in the promotion of value education.

Value education may be seen at three levels: household, class room and society. The levels interact with one another, as illustrated in Figure 1 below:

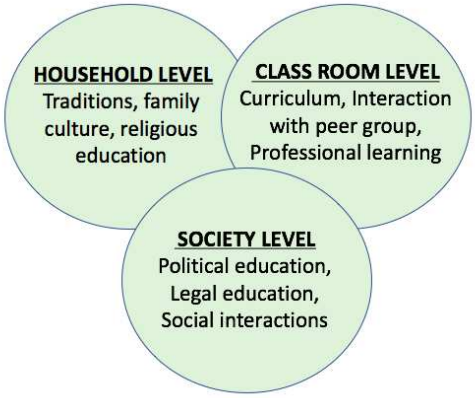


Figure 1: Three Levels of Value Education

But there are variety of reasons which are causing a moral degeneration in the modern world. Some of them are as follows:

- Lack of respect for the holiness of human life
- Breakdown of parental control over children
- Lack of respect for authority, people and property

- Breaking of laws and total disrespect for rules and regulations
- Crime and corruption
- Abuse of alcohol and drugs
- Abuse of women and children, and other vulnerable members of the society
- Lack of dedication and commitment towards the work
- Negative attitude towards work and other people
- Lack of punctuality, sincerity and honesty
- Lack of skills in carrying out the tasks which lead to lower confidence levels

To solve all these type of problems, it is necessary to give value education in the educational institutions. There is an old saying which says, "Today's children are tomorrow's citizens". If we give good value education to the present-day children, the future of the next generations would be very effective.

OBJECTIVES OF THE PAPER

- To understand the need, aim and objectives of the value education.
- To study about the Evolution of the 'Value Education' Concept in India
- To explore some of the value education policies followed around the world.
- To define the role of Teachers in Value Education and suggest some improvements in the existing Value Education programme.

METHODLOGY

The information presented in the paper is purely a secondary data collected from various sources of information like websites, research papers and other types of articles.

DISCUSSIONS

In Gandhiji's opinion, education is the major solution for any type of problems in this world. In this modern era, due to the modern scientific and technological developments, children's or students' minds are getting impacted both in positive and negative ways and some are forgetting about their good values. Hence, it is an important task for the teachers to provide value education to the children/ students or any individuals in the society to solve different problems in the society, and due to the scientific and technological developments; this surely is not a difficult task to do.

Need for Value Education in Educational Institutions

The main objective of the value education is to instil moral and value-based education in educational institutions which schools, colleges, training institutes etc., and to understand the perceptions of students regarding the moral values.

Following are some of the points which describe the need for Value Education in Educational institutions:

- Students need to have Moral awareness regarding different issues happening in the society and hence they should be allowed to face the progress in the society, science and technology by taking the welfare of mankind into their mind.
- Re-discovery of common and shared values has to be done in order to unite human beings with the declining traditional values.
- Teachers or educators pass values to their students both intentionally and unknowingly through their words, actions and behaviour, both in and out of the classroom or institution. Hence, there is a need for proper and careful planning for designing a value education program as it is an important way to establish a formal learning.
- Students sometimes face with situations where they are required to take complicated and quick decisions and they may involve the use of good values to achieve a good result. Hence, in such cases, value education is helpful to make good and moral choices in important situations.
- Increase in crime by Juveniles is seen commonly in these days, and this is hindering their process of personal growth. In such situations, value education is really helpful.
- Value Education increases a students' inquisitiveness, overall development, good attitudes and values, and also the capacity to think and judge about his/ her own self.
- Value Education helps in encouraging social and Natural Integration; and helps in differentiation between the right and wrong.

Aims and Objectives of Value Education

Value education should aim at the development of the following values:

- Scientific temper of mind
- Large heartedness
- Co-operation
- Tolerance
- Respect for the culture of other groups

The objectives of Value Education are:

- Full development of child's personality in its physical, mental, emotional and spiritual aspects.
- Inculcation of good manners, responsibility and co-operative social responsibility.
- Creation and development of feelings of respect for individual and society.
- Inducing a spirit of love for the nation and its integration.
- Helping students or children to develop an independent way of thinking and living.

- Helping students or children to develop an acceptance towards and understanding of different religious beliefs and faith.
- Helping students to develop a sense of brotherhood irrespective of religion, race, gender, caste etc., at state, national and international levels.
- Helping students or children to have belief in themselves and in an unknowing super-natural power that is supposed to control this universe and human life.
- Helping students or children to make moral decision on the origin of healthy moral principles.

The main objective of the value education is to develop good values in individuals, societies and the entire nation. Different states and institutions adopt different practices to achieve the objectives. For example, the Maharashtra State's Government in India has adopted the following values to be taught among the school and college students. They are secularism, sensitivity, neatness, punctuality, scientific attitude, dignity of labour, sportsmanship, equality, brotherhood, patriotism, cooperation, tolerance, respect for elder, non-violence, national integrity and universal brotherhood.

Indian peoples' minds and souls are deeply rooted with spiritual value system which is followed and passed on from one generation to another, since thousands of years from a common cultural heritage and educational system devoid of cultural values. But in the recent times, a destruction of social and moral values of Indian system are seen due to westernization. Hence, proper planning has to be done by the government and sound educational policies regarding the value education have to be set up.

Values are always a part of a nations' philosophy and its educational system. An education system of a nation is linked together with its cultural heritage on one hand, and economic and scientific development on the other hand. Hence, the only and important way that can make a country successful is providing the value education required for the future generation in this fast paced and developed 21st century.

Evolution of the 'Value Education' Concept in India

A slow development of the 'Value education' concept is seen in India. Following are the evolution phases of the Value Education concept in India:

- **Ancient India:** Value Education in India from the ancient times has held a prime place of importance. From the Gurukul stage the child not only learnt skills of reading and archery but more the philosophy of life in relation with its temporariness. Hence education in India was born of this vision to achieve one's experience in the absolute as a spark of the divine and in this process practice of one's duty accompanies the acquisition of knowledge.
- In the modern school system value education, was termed moral education or moral science.
- British were absolutely neutral in their policy towards religion and value education.
- The Central Advisory Board of Education (CABE)(1943-46) emphasized spiritual and moral education. It was the responsibility of home and community.

- Committee on Emotional Integration (1961) pointed out that the science students should have at least some background of humanities; it opined that there should be a compulsory paper on India's cultural heritage.
- Education Commission (1964-66) recommended moral, social and spiritual values at all levels.
- UNESCO (1972) felt that the education system should promote values of world peace and international understanding and unity of mankind.
- In the 1980s, the government was more responsive to the needs of Value Education in schools.
- The National Policy on Education (NPE 1986) proposed readjustments in curriculum to make education a forceful tool to inculcate social and moral values; to eliminate obscurantism, fanaticism, superstition, illiteracy and fatalism. This envisages a national system of education based on a National Curricular Framework containing a common core along with other components that are flexible. The common core includes the history of India's freedom movement, the constitutional obligations and other content essential to nurture national identity. These elements will cut across subject areas and will be designed to promote values such as India's common cultural heritage, etiquette, egalitarianism, democracy and secularism, equality of the sexes, protection of the environment, removal of social barriers, observance of the small family norm and inculcation of the scientific temper.

Evolution of the 'Value Education' Concept in India

Examples of Some Value Education Policies Around the World

- **Australia:** The Australian Government currently funds Values education in its schools, with its own publications and funding of school forums on value education at all levels of education.
- **India**: The Indian Government currently promotes Values education in its schools. The Ministry of Human Resource Development has taken strong steps to introduce values among schools and teacher training centres. Also, India is known as the land of introducing values. In India, from the leadership of B. Shaji Kumar and New Golden Education Trust (NGET) value based education is provided throughout the country among schools from first standard to twelve standard class.
- **Japan:** Elementary school and middle school students from first to ninth grades will be taught the importance of life, to listen to others with different opinions, to be fair, respect their country and learn about foreign cultures.
- **Philippines**: For EdukasyonsaPagpapakatao (EsP) (the version of the Values Education in the Philippines) aims to cultivate and develop the ethical character of students. The EsP aims to guide the student to find the meaning of his life, his role in society to share in building the community the operative truth, freedom, justice and love. To demonstrate this, a student must possess five basic skills: understanding, reflection, consultation, decision and action.
- **Singapore**: All the Teacher training institutions in Singapore have a curriculum for learning to teach civics and moral education programmes, but students do not take these as seriously as they should due to lack of assessment. The reason has been said to be the lack of innovative teaching approaches such as the discourse pedagogy.
- **Slovenia**: There is an obligatory school subject that includes the aspect of values education and Citizenship Culture and Ethics. It is taught in 7th or 8th grade of primary school. Besides this there are two elective subjects

that partly deal with values education: Religions and Ethics (for 7th, 8th, and 9th grade) and Philosophy for children (Critical thinking, Ethical exploring, Me and the other; for 7th, 8th, and 9th grade).

- **Thailand**: In Thailand, values have traditionally been taught within the context of Buddhist religious education. Since 1982, there has been a revival of applied values as an extra-curricular activity suitable for Buddhist, Moslem and Christian students alike to prepare Thai students for the effects of globalization.
- **United Kingdom:** Since 1988, the British government has promoted and respected values in the appearance of spiritual, moral, social and cultural development (SMSCD) leaving the initiative to individual schools to decide how values education standards should be met. It should be noted that the Government and state school systems have never called it "Value Education". Value education courses in Britain are implemented in the form of government supported campaigns such as Social & Emotional Aspects of Learning (SEAL) and also by local experts in the form of Living Values: An Educational Program (LVEP).

The role of Teachers in Value Education

In teaching and inculcating values, the teachers have a great role to play. The following roles are significant:

- A teacher has to play the role of an agent who stimulates, provokes, informs and sensitizes the students with orientation towards the value situations in life.
- By involving the students actively in discussions, dialogues and practical activities; a teacher should make them think and reflect on human actions and events.
- The teacher should also expose students to works of art, beauty in nature, and in human relationships and actions of moral worth, and develop their moral sensibilities.
- A teacher should help in creating an atmosphere of love, trust, cooperation and security in the institution favourable to the development of high ideals and values.
- A teacher should possess the right qualities of mind and heart necessary for the pursuit of knowledge - love of knowledge, curiosity and desire to know, sincere desire to keep on learning and update knowledge, humility and honesty to admit ignorance.
- They should have a sound social philosophy, characterized by social sensitivity, concern for social justice and human rights. It is essential that they carry out their professional obligations in accordance with the highest standards and ethics of the teaching profession.
- The institutional processes in the training institution should help teachers acquire these capabilities by providing concrete situations and opportunities and actively involve them in appropriate learning experiences.
- They should develop a nationalistic feeling among students.
- Create an awareness about the problems of future specially those related to food, water, energy, environment, pollution, health and population.
- Give equal importance to all students irrespective of caste, creed, gender, status and money.

Suggestions for Improvement in the Current Scenario of 'Value Education'

- Values need to be imbibed among children by parents in terms of respecting fellow human beings/environment/plants and animals etc.
- Children should be taught about the dignity of labour and make them self-dependent.
- They need to be trained to own the responsibility for doing good or bad work.
- Value education should be embedded with School curriculum.
- Materialistic based behaviour pattern should be curbed/discouraged from school days and core discipline of behaviour needs to be encouraged.
- School teachers need to play a key role in shaping the behaviour of children by imparting good values as children get influenced by teachers at a tender age than at teenage or adulthood.
- All round performance of the students needs to be considered for promoting to higher education rather than considering only academic performance.
- Students need to be exposed to poverty, illiteracy, human degradation/humiliation etc. from school education as a part of NSS activities, so that they will develop empathy towards fellow human beings.
- The curriculum should focus on gender equality, empowerment of human beings despite caste, creed, race and religion, patriotism, scientific approach towards problem solving, awareness about protecting environment for future generations, social justice, protecting human rights, etc.
- Education should be practical oriented than theory based curriculum.
- A holistic approach needs to be adopted in imparting value education to the students.

CONCLUSIONS

Value education is an important aspect of curriculum affecting the students and society. Many educators tend to give less importance to the overall development and growth of students. Negligence will be detrimental to the well-being of our society on the whole. For adequate inculcation of values, educational institutions need to give support as well. As values are caught more than taught, the students need to grow up in an atmosphere to learn empathy, sharing, rationality, spirituality, technological competency; communication skills etc. and internalize them at every stage and sphere of life in this globalized world.

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